



# ACADEMIC ACHIEVEMENT AND INSECURITY AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS

Gufran Alam

Assistant Professor, Women's Training College, Patna University, Patna, India.

## ABSTRACT

The school is a powerful agency in the development of behaviour of the child. It is a miniature of society in which children live, make interactions, get all round development, get socialized and perform mostly function under the supervision of their teachers or instructors. The school is a formal socializing institution which differs from the family. The development of child is influenced by various factors of school like physical development, moral development, emotional development, intelligence level, environment, population, socio economic condition, nutrition, age, type of schools, language, customs, beliefs, rituals, caste, religion, colour and most importantly its social culture & festivals. The present study was undertaken to study the academic stress and academic achievement of government and private secondary school students. The sample of the study comprised of 300 (150 from government and 150 from private) secondary school students which were selected randomly from 12 schools of district Patna, Bihar. For Academic stress, Statements was used and For Academic Achievement, aggregate percentage of marks obtained in previous examination was used for data collection. Results revealed that private secondary school students differ significantly on 'Acceptance' dimension of academic achievement while as on composite score both government and private secondary school students differ significantly. Further, private secondary school students showed secondary academic performance rather than government school students.

**KEYWORDS:** Secondary school, Patna, Academic Achievement, Insecurity, Government Schools, Private schools.

## I. INTRODUCTION:

In our society, academic achievement is held of as a key criterion to evaluate one's total potentialities and capabilities. It occupies a very major place in teaching and learning process. The technology and information based society dictates the people who are able to find out the solution of different issues, to analyze carefully and adapt to new circumstances such as solving problems of various issues and sharing their thinking successfully. The need to make systematic educational Endeavour primarily aimed at influencing attitudes, aptitude, interest, intelligence, behavior, values and personality of individuals to manage their growth and development is very important. One of the best legacies a nation can offer its citizen is education especially for the younger generation. For this reason, the development of a nation or a community depends entirely on the quality of education of such a nation. Hence, in the present study the researcher intention is to know the educational level of Patna Bihar India and their academic achievement level and also find out the influential factors such as achievement motivation, study habits and learning styles on academic achievement at secondary schools in Patna city of Bihar, India especially in 2nd year. At present, in measuring one's ability, the tests on achievement have gained significant importance. To measure nature and extent of students learning in a particular subject, an achievement test is used. In a particular field, various factors and conditions affect the achievement of a particular student. Sometimes quite deserving students may not achieve as can be expected on the basis of their abilities. Students' performance, students' interest in the field of endeavor, teachers' methodology of teaching, socio-economic conditions, culture, language, social development, moral development, cognitive development, customs, belief, rituals, tradition, intelligence development and family set up and some other psychological factors also affect directly or indirectly academic achievement.

### Academic Achievement:

School and classroom Environment play a vital role in overall development of the students. The quality of education in the classroom is of great importance to students and creating an environment which respects diversity and appreciates individual differences contributes to Academic achievement and success. 'Academic' those activities related to studies in learning context, be it formal, non-formal and informal. 'Achievement' is to obtain some specific outcomes in learning activities. For good academic achievement students need proper education, training, environment and healthy relationship among his known person such as family members, friends, Teachers and locality. School and family should provide a sound and healthy environment for students so that they could get all round development of their personality. It refers to the average marks obtained by a student in the final examination. To meet the fate of life, it is the learning environment that determines how a student performs and interacts. Academic performance includes both curricular and co-curricular performance of students.

### Insecurity:

Insecurity is the most common psychological error to occur in humans. It plaque almost everyone sometimes or another. It is a feeling of not being good enough to meet the challenge of a situation, you face in life. A sense of helplessness prevails in the face of problems conflict and concerns. It is a feeling which makes one

believes that he is in adequate or incompetent to handle life's challenges.

Other those suffering from insecurity have the perception that life is unpredictable with the burden of meeting a lot of expectations. Insecurity gives a sense of lack of support or reinforcement where you live, work or play. It makes you under confident and nervous in all situations. Insecurity often develops in people from a sense of being unaccepted, disapproved or rejected. Inner turmoil is coming from lack of direction or bewilderment as where you are going what your goals are and what responses are appropriate for events in life.

## II. STATEMENT OF THE PROBLEM

"Academic Achievement and insecurity among Government and Private secondary schools students".

## III. OBJECTIVES OF THE STUDY:

1. To find out the difference between academic achievement of students of Government and Private secondary schools students.
2. To find out the difference between Insecurity of students of Government and Private secondary schools students.

## IV. HYPOTHESES:

1. There is no significant difference between academic achievement of government and private secondary school students.
2. There is no significant difference between Insecurity of government and private secondary school students.

## V. OPERATIONAL DEFINITION:

1. Academic achievement is a measure of a person's desire to succeed and subtracting their fear of failure. High achievers have a great desire to succeed and are not put off by the fear of failure. It includes both curricular and co-curricular activities of students.
2. Insecurity is a feeling of general unease or nervousness that may be triggered by perceiving of oneself to be vulnerable in some way, or a sense of vulnerability or instability which threatens one's self-image or ego.
3. Private school refers to those schools which are run, managed and administered by private agencies. It belongs to a specific person or group which cannot be shared by others.
4. Government schools refer to those schools which are run, managed and administered by government. It belongs to every citizen of the country not personal.

## VI. SAMPLE:

A sample of 300 students (150 Government and 150 Private) was drawn through stratified random sampling technique from different secondary schools of Patna district, Bihar, India. The students enrolled in 9th and 10th classes were consid-

ered for the sample.

#### VII. METHOD:

Researcher used 2 X 2 X 2 factorial design / Method. It means he has three independent variables with each having two levels. So basically he has eight conditions in his study that the unique combination of all levels with two genders, two types of school and two levels of academics and so forth.

FD technique was introduced by fisher in 1926. It is applied in optimization technique.

#### VIII. TOOL:

- Academic Achievement- Aggregate percentage of previous marks obtained in 9<sup>th</sup> and 10<sup>th</sup> class examination was considered as academic achievement.
- Insecurity questionnaire constructed and standardized by G.C Pali was used to collect the data.

#### IX. STATISTICAL TECHNIQUES USED:

The collected data was analyzed by using -

Mean,

Standard deviation and

t- Test.

#### X. ANALYSES, INTERPRETATION AND DISCUSSION:

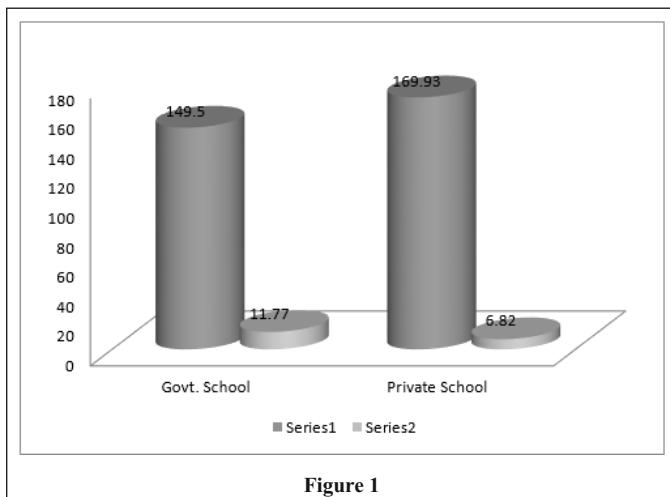
##### Hypothesis Testing:

- Hypothesis 1:** There is no significant difference between academic achievement of Government and private secondary school students.

**Table 1: Mean, S.D. and 't' value of academic achievement of students of Government and private secondary school students.**

Group	Govt. School	Private School
Mean	149.50	169.93
S.D	11.77	6.82
t		7.63

Mean and S.D. of achievement motivation of Government and private secondary school students.



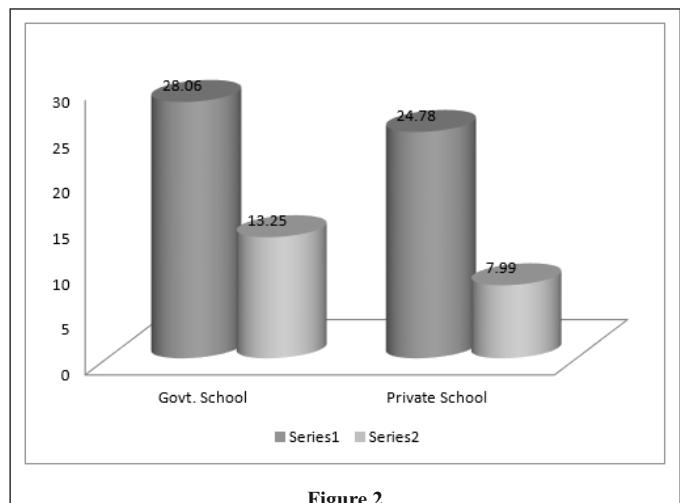
**Figure 1**

In table no.1 order to test hypothesis I mean and S.D of scores on achievement motivation was computed separately for the govt. and the private school students and results were given .The mean of govt. M=149.50 and mean of private M=169.93.The calculated t-value which comes out to be 7.63. The tabulated value is significant at 0.01 level ( $>2.58$ ). Thus, there is a significant difference between achievement motivation of govt. and private secondary school students. The above results clearly revealed that achievement motivation level was high among the private school students than the govt. school students. The mean score indicates that the private school students show good study habits and planning for exam rather than Government school students. So the H0 1 which states that “There is no significant difference between government and private secondary school students in their academic achievement” is rejected.

- Hypothesis 2:** There is no significant difference between academic Insecurity of Government and private secondary school students.

**Table 2: Mean, S.D and 't' for the scores on insecurity among Government and private secondary school children**

Group	Govt. School	Private School
Mean	28.06	24.78
S.D	13.25	7.99
t		3.56



**Figure 2**

The data presented in Table no.2 shows that there is mean difference between govt. and private secondary school students on sense of insecurity. The mean of govt. M=28.06 and private M=24.78. The calculated t value which comes out to be 3.56 is significant at 0.01 level ( $>2.58$ ). The table reveals that there is significant difference between govt. and private secondary school students. The level of insecurity was found among the govt. school students less than private school students. So the H0 2 which states that “There is no significant difference between sense of insecurity of government and private secondary school students” is rejected.

#### XI. CONCLUSION:

The present study concludes that there is a need to look why government school students show poor performance and get stress as these schools have highly qualified, experienced and trained teachers as compared to private schools. There are many factors like parental involvement, intelligence, school environment, motivation, socio-economic conditions, individual differences, language, culture, first generation schooling, emotional intelligence which needs to be explored. Teachers in govt. schools should be made accountable as they take the job for granted. There should be strict supervision in govt. schools for both teachers and administrators. A body should be established on the pattern of NAAC (National Assessment and Accreditation Council) which will evaluate the performance of schools, students and teachers so that the teachers could work in these schools properly and efficiently with honesty & loyalty will increase the academic performance of the students.

#### REFERENCES:

- DeBaryshe, B. D., Patterson, G. R., & Capaldi, D. M. (1993). A performance model of academic achievement in early adolescent boys.
- Deb, S., Strodl, E., & Sun, J., 2014, Academic-related stress among private secondary school students in India. Asian Education and Development Studies, 3(2), 118-134
- Developmental Psychology, 29(5), 795-804
- Ginsburg, G. S., & Bronstein, P. (1993). Family factors related to children's intrinsic/extrinsic motivational orientation and academic performance. Child Development, 64, 1461-1474.
- Goldberg, M. D. & Cornell, D. G. (1998). The influence of intrinsic motivation and self-concept on academic achievement in second- and third-grade students. Journal for the education of the Gifted, 21 (2), 179-205.
- Hart, C. H., Burts, D. C., Durland, M. A., Charles worth, R., DeWolf, M., & Fleege, P. O. (1998). Stress behaviours and activity type participation of preschoolers in more and less developmentally appropriate classrooms: SES and sex differences. Journal of Research in Childhood Education, 12, 176-196.
- John William Atkinson (1950). Studies in Projective Measurement of Achievement Motivation", University of Michigan Microfilms.
- Rasool, S. (2008). Academic Achievement, Personality Profiles and Vocational Preferences of Adolescent Girl Students in Relation to their Family Environment and School Climate Shodhganga: <http://hdl.handle.net/10603/92853>
- Sharma, P. & Anamika (2010). Self-concept, autonomy and security, insecurity in adolescents: A comparative study. New Frontiers in Education, 43(3), 355-358.
- Singh, K.P, Chandra, T. & Parihar, A.J.S. (1991). Advanced educational psychology. Meerut: R. Lall Book Depot.

XI. Singh, Y.G. (2011). A study of educational aspiration in secondary school students. International Referred Research Journal, 3(25), 35-36.

XII. Yadav, R. (2015). Self-concept, study habits and academic achievement of high school students studying in government and public schools. Edutracks, 14(6), 35-36.

XIII. Woolfolk, A., Misra, G., & Tha, A.K. (2012). Educational psychology (11th ed.). New Delhi: Pearson.